

**Lesson Plan****Grade 9-10****60-75 min**

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# Golden Rule #2: Show You Care

Students will learn how to build trust and find practical ways to help someone through their day to day life.

**Healthy Living****Supporting Others****Interpersonal Skills****Healthy Relationships**

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# Before You Teach

Before you teach, we recommend you review our supporting resources:

🔍 [Mental health 101 | Teaching Guide](#) →

🔍 [Classroom Discussion Guide | Teaching Guide](#) →

🔍 [Safer Language | Teaching Guide](#) →

Please note that this lesson serves as a brief introduction to the topic of supporting someone who is struggling with their mental health. This lesson must be used in the context of additional lessons discussing warning signs, coping strategies, and help-seeking information.

## Lesson Summary

This lesson explores Be There Golden Rule #2: Show You Care.

In this lesson, your students will learn how to build trust and support someone by hearing stories from other youth and making connections to their own lived experiences. This lesson will help your students learn the importance of creating a safe environment with their peers that is free from judgement, and how to find practical ways to help someone through their day-to-day life. By exploring the stories of Jack.org youth speakers, class discussion, and activities that emphasize reflection, creativity, and role play, your students will be able to apply their learning in meaningful ways.

*Note: This lesson is designed to be used as part of the Be There for Others Unit Plan. We suggest that the Be There Certificate's Golden Rule #2 module be used either as a pre-class exercise to introduce your students to the content and skills or as a post-class exercise to reinforce learning. Alternatively, your students can complete the Be There Certificate in its entirety at the end of the unit as an assessment of learning.*

## Learning Goals

Your students will be able to:

- demonstrate care for someone struggling with their mental health
- create a safe environment for mental health conversations
- identify practical everyday ways to support someone struggling with their mental health

# Materials

- Teacher computer, projector, and speakers
- Slide Deck

▶ [Golden Rule #2: Show You Care Slide Deck →](#)

## ■ Videos

▶ [Golden Rule #2 | Mohammad – Show You Care Video →](#)

▶ [Golden Rule #2 | Shawn & Shaiya - Show You Care Video →](#)

▶ [Golden Rule #2 | Wali & Fariha- Show You Care Video →](#)

▶ [Golden Rule #2 | Be There: Text Training #Levelup Video →](#)

▶ [Golden Rule #2 | Nightingale & Henry - Say What You See Video →](#)

## ■ Handouts

📄 [Golden Rule #2 | Handout 1: Note Taking →](#)

📄 [Golden Rule #2 | Handout 2: Wali and Fariha Discussion Questions →](#)

📄 [Golden Rule #2 | Handout 3: Review and #LevelUp →](#)

📄 [Golden Rule #2 | Handout 4: Self Assessment →](#)


- Chart paper and markers (Optional)

# Learning Overview

- Part 1: **Minds On** (5–10 minutes)
- Part 2: **Action Tasks** (55–65 minutes)
- Part 3: **Consolidation** (5–10 minutes)

# Lesson Procedure

**Note:** All parts of the lesson procedure can be found in the slide deck provided.

 **Golden Rule #2: Show You Care Slide Deck** →

## Part 1: Minds On

*(5–10 minutes)*

### Review Golden Rule #1.

Address any student questions, comments, or concerns before proceeding to Golden Rule #2.

### Slide 2: Let's Review!

What is Golden Rule #1?

- Student response: "Say What You See; if you notice something is different, say something."

What should you do/not do when following Golden Rule #1?

- Possible student response: "Remember to stick to the facts and don't judge or criticize; listen."

## Part 2: Action Tasks

*(55–65 minutes)*

**Note:** Handout 1: Note Taking is optional to support student note taking.

 **Golden Rule #1 | Handout 1: Note Taking** →

### Golden Rule #2

*(20–25 minutes)*

Follow the [slide deck](#) to introduce your students to Golden Rule #2. Videos, discussion questions, and activities are embedded within.

- Introduce Golden Rule #2

### Slide 4: Mohammad - Show You Care

Show your students the video, "Mohammad - Show You Care" (0:32).

 **Golden Rule #2 | Mohammad - Show You Care Video** →

## Discussion Prompts

### Slide 4: First, a Word from Mohammad

Mohammad says, “Don’t just say you care, show you care.” What are some examples he gives?

- Possible student responses: “If your friend misses class, send them your notes.” “If they’re anxious about going somewhere alone, offer to go with them.”

### Slide 5: Showing you care

What do you think a “safe environment” is? What does it look or feel like?

- Possible student responses: “A safe environment is one where a person feels like they can be themselves; where someone feels like they belong and won’t be judged for who they are or what they say.” “In a safe environment, people look and feel relaxed and comfortable; no one is pretending to be someone else or trying to impress others.”

### Slide 8: Showing you Care Examples

Sometimes we can be in the same space as someone, but they aren’t really “present” or in the moment. How does it feel when you’re telling someone something and they are looking at their phone?

- Possible student responses: “It feels bad/lonely.” “It feels like they are bored and don’t care about you.”

What could you say/do if you’re in a conversation but have a class/appointment/practice you need to get to?

- Possible student responses: “I really want to keep talking with you about this, but I have to run to practice. Can I message you after? Maybe we can go for a walk or something.” “I’m so sorry, but I have to leave for class. Can we talk more later today?”

What are some other ways you could show you care?

- Answers will vary

### Slide 9: Shawn and Shaiya

Show your students the video, “Shawn and Shaiya” (2:14).

 **Golden Rule #2 | Shawn & Shaiya - Show You Care Video** →


Discuss:

- How did Shaiya show she cares about Shawn?
  - Possible student responses: “She gave him tough love.” “She had some very honest conversations with him.” “She makes time for him.”
- What are some practical ways Shaiya offered support to Shawn?
  - Possible student responses: “She gave him feedback on his writing and presentation style.” “She helped him with knowing his worth.” “She reminds him how far he’s come.”

## Activity: Wali and Fariha

(20–25 minutes)

Provide your students with Handout 2: Wali and Fariha Discussion Questions.

 **Golden Rule #2 | Handout 2: Wali and Fariha Discussion Questions →**

Show the short video, “Wali and Fariha” (2:51).


 **Golden Rule #2 | Wali & Fariha- Show You Care Video →**

- Ask your students to reflect individually on the questions provided. A copy of the transcript is provided on the worksheet for student reference, if needed.
- When your students have completed their initial reflections, discuss as a class Wali’s experience with his parents and any connections your students can make to their lives and/or the lives of their peers.

## Activity: Review and #LevelUp

(15–20 minutes)

Provide students with Handout 3: Review and #LevelUp.

 **Golden Rule #2 | Handout 3: Review and #LevelUp →**

- Students will first record their key learnings from the lesson, then apply their knowledge in a #LevelUp Activity.
- Based upon the technology available to students, you can either watch the videos together as a class or allow the students to move at their own pace and watch them as they progress through the activity.
- *Note: For Task #2, there are two examples completed on the worksheet for student reference. You may wish to provide one example and co-construct the second example with students to model the process.*

Afterwards, allow students to pair up to share and role play scenarios with each other.

## Part 3: Consolidation

(5–10 minutes)

Ask your students to reflect upon their learning using Handout 4: Self Assessment.

 **Golden Rule #2 | Handout 4: Self Assessment →**

# Curriculum Connections

## British Columbia

*Physical and Health Education 9*

### Learning Standards: Curricular Competency

#### *Mental well-being:*

- Analyze strategies for promoting mental well-being, for self and others
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others

#### *Social and community health:*

- Propose strategies for developing and maintaining healthy relationships

### Learning Standards: Content

- signs and symptoms of stress, anxiety, and depression

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## Manitoba

*Physical Education/Health Education: Senior 2*

### Learning Outcomes

#### **K.4.S2.C.1a**

- Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.

#### **S.4.S2.A.3**

- Apply communication skills and strategies in case scenarios for getting along with others in a variety of contexts

#### **S.4.S2.A.5**

- Apply stress-management strategies and communication skills for stress reduction for self and/or others in case scenarios related to stressful situations



# New Brunswick

## *Personal Wellness 9*

### **Big Idea: Positive Mental Health**

#### *Achievement Indicators:*

- Assess how listening and empathy support the positive mental health of peers

# Nova Scotia

## *Personal Wellness 9*

### **Specific Curriculum Outcomes**

- 9.15. Examine the negative impact of stereotyping and stigma upon help-seeking behaviour

# Ontario

## *Healthy Active Living Education, Grade 9 (PPL10)*

### **Specific Expectations**

#### ***C3. Making Connections for Healthy Living***

- 3.2 identify warning signs and symptoms that could be related to mental health concerns (e.g., inability to cope with stress; feelings of sadness, anxiety, hopelessness, or worthlessness; negative thoughts about oneself, others, and the future; thoughts of suicide), and describe a variety of strategies for coping with or responding to mental health concerns affecting oneself or others (e.g., stress and mood management techniques, identifying ways to seek help for oneself or a friend/ classmate, supporting others who are struggling with their emotional well-being) [PS, IS]\*
- IS 1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g. Healthy Living: demonstrate, through role play, the ability to reach out with compassion to a friend who seems to be struggling emotionally)

# Saskatchewan

## Health Education 9

### Understanding, Skills, and Confidences

- 9.2 (k) Explore how safe environments support the building of a sense of self and connections to others

# Yukon

## Physical and Health Education 9

### Learning Standards: Curricular Competency

#### *Making Healthy Choices*

- Analyze strategies for promoting mental well-being, for self and others
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others

#### *Social and community health:*

- Propose strategies for developing and maintaining healthy relationships

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\*Yukon schools follow the British Columbia (B.C.) curriculum, with adaptations to include Yukon content and Yukon First Nations' ways of knowing and doing. (<https://yukon.ca/en/school-curriculum>)